



Aligning MEP Plans with the CNA, SDP, and DIP



David Gray,
Regional Consultant
Michelle Williams,
Migrant Education Consultant



Session Goals

Participants will be able to connect local migrant planning to the statewide CNA and SDP.

Participants will be able to incorporate meaningful objectives, strategies and activities specific to the needs of migrant students in the District Improvement Plan.



ACRONYM LIST

CNA – Comprehensive Needs Assessment

DIP – District Improvement Plan

EL – English Learner

LEP – Limited English Proficient

MEDS – Migrant Education Data System

MEP – Migrant Education Program

OSY - Out-of-School Youth

PAC – Parent Advisory Committee

SDP – Service Delivery Plan (State)



Migrant Data/ Improvement Team

- May be part of the larger data team Subcommittee
- Must include, but is not limited to, representation from this population and the staff that provide migrant services
(MEP director, MEP teacher, MEP paraprofessional, recruiter, data entry, summer staff, Migrant Parents)
- Parent Advisory Council – required

ESEA/NCLB Title I, Part C Sect. 1304 (c)(3)



Components

- State Comprehensive Needs Assessment
- State Service Delivery Plan
- Local Program Comprehensive Needs Assessment
 - Analysis of the available data
 - Determination of the achievement gap
 - Identification of findings
 - Formation of implications for programming
- Local District Improvement Plan
 - Articulates the plan for addressing migrant student needs that includes objectives, strategies and activities








Possible Sources of Migrant Student Data

- State Assessments:
 - MEAP, MME
 - ELPA
- Local Assessments:
 - Local Common Assessments – by content area
 - Benchmark/Progress Monitoring Assessments
- MEDS
 - Mobility (previous LQM and number of moves)
 - Other Health Needs
 - Priority for Service
 - Referrals



Your Tools

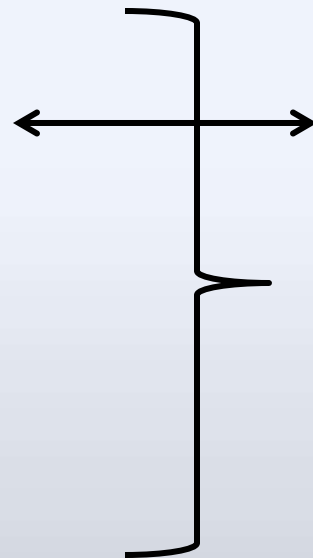
-  **Program Evaluation**
-  **Subgroup DIP Examples (find out name)**
-  **7 Areas of Concern (Office of Migrant Education)**
-  **DIP Review Protocol**
-  **ASSIST Platform**



The “Team”

- MEP/ District Team
- PAC

Sharing with DIP team;
advising; Writing Migrant
specific objectives,
strategies, and activities



District Improvement Plan Team

Integrating this into the
overall district plan that
ensures equitable access to
gen Title I, Part A Title II,
Title III, etc.; determining
goal areas for integration.





Two Methods



**Begin with the
State CNA and SDP
(outside pieces)**

OR



**Begin with your local
data (inside pieces)**



Getting Started

Think about the Goal Area

Reading

Math

School Readiness

Graduation

Think about the 7 Areas of Concern

- ✓ Educational Continuity
- ✓ Instructional Time
- ✓ School Engagement
- ✓ English Language Development
- ✓ Educational Support in the Home
- ✓ Health
- ✓ Access to Services



Today



State

Local MEP



Michigan's Statewide MEP Comprehensive Needs Assessment

For today, we will begin with the
Goal Area: Graduation

What do we know from the CNA?
Data Analysis



Activity



From Michigan's CNA

- Data
 - Concern Statements
-
- Review the information in teams
 - Summarize on chart paper



Debrief



What do we know from the CNA?
Data Analysis



Local MEP Data



Brainstorm!!

What local data related to your migrant students is available?



Local MEP Data

- Data –
 - High school graduation rates
 - OSY/migrant drop out identification
 - MEAP/MME results
 - Referral rates to GED programs/HEP



Activity



What do we know from the local data set?

Data Analysis

- Review in teams
- Summarize District Information on chart paper



Debrief



What do we know from the local data set?

Data Analysis

What additional data would we like to collect for our next discussion?



Applying the Program Evaluation Tool

Discussion time!





Program Evaluation Questions

IMPACT: What was the program's impact on students?

- a) What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data?
- b) What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data?
- c) What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?



Findings

IMPACT:

Conclusion: If objectives were met, should the strategy/program/initiative be continued or institutionalized?

- a) What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs?
- b) What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires?
- c) What adjustments if any might increase its impact while maintaining its integrity?
- d) What is needed to maintain momentum and sustain achievement gains?
- e) How might these results inform the School Improvement Plan?



**IF OBJECTIVES WERE NOT MET,
CONSIDER THE FOLLOWING ANALYSIS:**



Program Evaluation Questions

KNOWLEDGE AND SKILLS: Did staff and administrators have the knowledge and skills to implement the program?

- a) What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program /initiative?
- b) What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?
- c) What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?
- d) What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work?



Program Evaluation Questions

OPPORTUNITY: Was there opportunity for high quality implementation of the program?

- a) What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program /initiative?
- b) What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?
- c) What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?
- d) What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work?



Program Evaluation Questions

IMPLEMENTATION WITH FIDELITY: Was the program being implemented as intended?

- a) What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/program/initiative, including timelines and responsibilities?
- b) What is the evidence and what does it show regarding unintended consequences that may have occurred?
- c) What do student achievement results suggest for implementing/modifying the strategy/program/initiative? How might these affect the integrity of the results?



Activity



What does the evidence tell us?
Findings

- Review in teams
- Summarize the findings



Debrief



What were your *findings*?



Implications

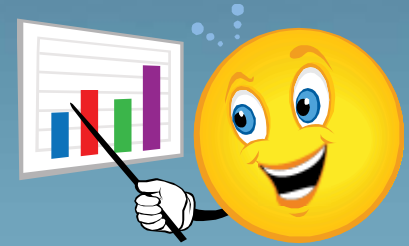
Now that the data is summarized and analyzed.....

Now that you have deeply discussed the findings.....

What are the implications? What are the data and findings telling you?



Activity



What are the local implications?



Debrief



Implications from the Data Digs





Reporting Program Evaluation

- Summarize the *Data Analysis*
- Use questions to determine *Findings*
- From *Findings* what are the *Implications* for the Improvement Process



Michigan's Statewide MEP Service Delivery Plan

Goal Area: Graduation
Objectives, Strategies, Activities

Local MEPs are encouraged to use the objectives, strategies and activities found in the SDP if they are a good fit to the local context.



Activity



Write District A's Graduation Objective

- May be different or the same as the SDP
- Addresses the gap
- IS S.M.A.R.T.!





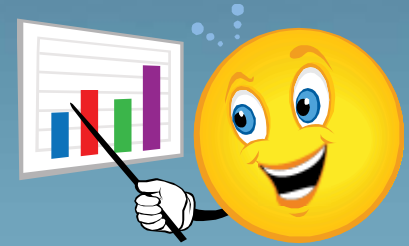
Strategies -

From DIP Review Protocol

- ☐ Must be research-based
- ☐ Describes what adults do with students in the presence of content
- ☐ Links to a measurable objective
- ☐ Are specific, planned, research-based instructional practices
- ☐ Addresses instructional practices that were identified as challenges through the Comprehensive Needs Assessment
- ☐ Focuses on maximizing each student's growth and individual success
- ☐ Must be academic (in case of Migrant in may address the unique needs of Migrant children)



Activity



Strategies

- From the implications, what will be the strategies?
- Do any of the SDP strategies overlap?

From DIP Review Protocol:

The staff will _____ to/with _____ the students to _____.



Activities-

From DIP Review Protocol

Activity Criteria:

What needs to be done so that staff or teams:

- ☐ Are ready to implement the strategy
- ☐ Have a strong plan for implementation of the strategy
- ☐ Have a plan to monitor and evaluate the implementation

Must demonstrate a clear connection with the Consolidated Application budget detail.



Activities-

From DIP Review Protocol

"<People responsible> will <instructional practice to be implemented> with <group or subgroup>."

"Teachers will implement Close and Critical Reading strategies to implement the Common Core State Standards and the MDE State Standards."

"Teachers/staff will use non-linguistic representation, specifically flow maps, to teach critical thinking skills in order to increase student capacity for retelling."



Activity



Activities

- What activities are necessary to implement the strategies?
- Do any of the SDP activities overlap?

From DIP Review Protocol:

*The student will _____ to/with _____
the students to _____.*



Application to other Goal Areas
Discussion! How will this process apply
to Reading, Math and School Readiness?



OrMethod #2



Local MEP

State



The Key

- Make connections from your local DIP to the Service Delivery Plan

You have a process in place for collaboratively writing your DIP. Review the SDP, note where there is overlap. Local MEPs must ensure that the SDP is implemented locally.





Something to think about...

Aggregating Data Up

Student	Grade Level	MEAP Reading	DRA2	MEAP Math
A	3	2	At GL	1
B	3	3	Below	1
C	3	1	At GL	3
D	4	2	At GL	2
E	5	4	Below	4
F	5	3	Below	3
G	5	1	Above	2
H	6	3	At GL	2
I	6	2	Above	1
J	7	4	Below	4
K	8	2	Below	4
L	8	2	Below	3
M	9	3	Below	did not take
DISTRICT	13 students	7/13 or 54%	6/13 or 46%	6/12 or 50%



Something to think about...

EL and Migrant

While many Migrant students are also English Learners, that is not always true. Frequently, when the data is scrutinized, districts report additional EL students above the migrant counts. They find they do not have 1-to-1 correspondence!

English Language Proficiency Goals (AMAO 1 & 2) include your Migrant EL Group.



Something to think about...

EL and Migrant

Budget Planning for the Consolidated Application

Three groups to consider:

EL only + EL & Migrant + Migrant only

Federal and State grant funds are used after the general fund contribution to the alternative language program.



Opportunities with ASSIST

Academic Goals

- Academic in nature
One of the Content Areas
- Drop downs

Organizational Goals

- Building-wide or district-wide initiative that is not content dependent.



A Note on the SDP

- If a local MEP finds they have strategies or activities that are not represented in the SDP, please contact Michelle or Shereen.

OME Non-Regulatory Guidance 2010

B8. May the SEA fund a local MEP project that addresses different needs than those the SEA identified in its comprehensive service delivery plan?

Yes. However, the SEA must first ensure that the local operating agency has sufficiently addressed the needs the SEA identified in its comprehensive service delivery plan. It is in the SEA's discretion to fund a project that proposes to address other identified special educational needs of migrant children, if funds are available for this purpose and if services to address these needs are not available from another funding source.



Final Thoughts



Not in the DIP =
Not approved in the budget

- Title I, Part C Consortia must submit plans in lieu of DIP to be approved.



Thank you!

Michelle Williams

WilliamsM48@michigan.gov

517-373-6066

David Gray

GrayD@michigan.gov

517-373-0161